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ABSTRACT

This guide for teachers is designed to be used with the Mentally Tough principles for junior and senior high school students. Each chapter in the teacher's guide parallels a chapter in the book for students. The activities suggested in each chapter cover a variety of skill areas and will accommodate a variety of learning styles. They are grouped into four sections: (1) activities; (2) ongoing challenge; (3) success stories; and (4) journal suggestions. The activities section contains lists of activities teachers can do with students to enhance students' understanding of the material in the book. The ongoing challenge suggestions are designed to help students put the Mentally Tough principles to immediate use. Chapter 1 of the teacher's guide asks the students to pick one area in which they would like to see their performance improve. Each subsequent chapter of the teacher's guide contains an activity designed to help students apply what they have learned to the ongoing challenge. In order to encourage students to put what they have learned into practice, every chapter of the teacher's guide includes suggestions for sharing success stories. Having students keep a journal throughout the experience is recommended to help students become aware of the factors that affect their performance. Journal suggestions are included in each chapter to help students begin writing, and the teacher's guide provides tips for helping students get started. (LLL)

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# MENTALLY TOUGH

The Power To Be Your Best

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## TEACHERS' GUIDE

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## PREFACE

The principles of Mentally Tough were developed to help professional athletes do their best each time they went out to play. But it quickly became apparent that the Mentally Tough strategies worked not just on the playing field, but in offices, retail stores, artists' studios, classrooms---anywhere people wanted peak performance.

*Mentally Tough: The Power to Do Your Best* is designed to bring these strategies to junior and senior high school students. With its teen-oriented style and language, the book will teach them how to control their energy level and emotional states so that they can always perform at their best.

This Teachers' Guide is designed to help teachers use the book with students. It contains multidisciplinary activities that will help students learn the Mentally Tough principles and apply them to their own lives. If students practice the Mentally Tough "tools" and use them consistently, they should see an increase in their energy level within a few weeks. Within a few months, they should feel more confident and more in control of many aspects of their lives.

## WHO SHOULD USE THIS BOOK

The principles of Mentally Tough cut across many disciplines: health, sports, science, critical thinking, life planning and others. Teachers in any of those fields will find that Mentally Tough can be worked into the curriculum.

## HOW LONG WILL IT TAKE?

We suggest that you read *Mentally Tough* with your students a few chapters at a time, supplementing the reading with selected activities from the Teachers' Guide. Pick the activities and the pace that work best for your class. An initial reading of the book may take only a few weeks. Follow-up work and ongoing practice sessions may last several months.

## HOW TO USE THIS BOOK

Each chapter in the Teachers' Guide parallels a chapter in *Mentally Tough*. The activities suggested in each chapter cover a variety of skill areas and will accomodate a variety of learning styles. They are grouped into four sections: Activities, Ongoing Challenge, Success Stories and Journal Suggestions.

### Activities

The Activities section contains lists of activities teachers can do with students to enhance students' understanding of the material in the book. These activities include reading, writing, mathematics, science, thinking skills, debating, charting and graphing, creative arts, and discussion. Some are designed to be done by a whole class, others by small groups, others by individuals. All the activities were designed to help students deepen their understanding of the Mentally Tough principles, and apply them to their own lives.

### Ongoing Challenge

The Ongoing Challenge suggestions are designed to help students put the Mentally Tough principles to immediate use. Chapter 1 of the Teachers' Guide asks students to pick one area in which they would like to see their performance improve. This activity is then called their Ongoing Challenge. Each subsequent chapter of the Teachers' Guide contains an activity designed to help students apply what they have learned to that Ongoing Challenge.



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Success Stories

In order to encourage students to put what they have learned into pratice, every chapter of the Teachers' Guide includes suggestions for sharing success stories. Students are asked to talk about how they have used some of the Mentally Tough tools and the results they have seen.

Journal Suggestions

We recommend that you have students keep a journal as they learn the principles of Mentally Tough. Keeping a journal will help them become aware of the factors that affect their performance (such as energy levels and emotional states), and will enable them to monitor their progress as they master the Mentally Tough tools.

We recommend that students write in their journals every day and that this be included in class time. This will encourage the students to take Mentally Tough seriously and to apply the principles to their lives. Toward the end of the semester, students should be encouraged to begin working on their journals at home. Help them pick a time and place in which journal writing can become a regular part of their routine.

Some students may not be familiar with journal writing. These students will need to know that:

- the point of a journal is to record how one feels about oneself, one's life and events;
- journals are private; no one else will read them;
- journal entries are free form and stream of consciousness: they don't need "beginnings," "middles" and "ends" like most other writing students do in school;
- there is no "right" or "wrong" in journal writing; anything the student writes is fine; the point is to try to record honest feelings.

To help students get a feel for journal-writing, bring in examples of well-known journals, such as *The Diary of Anne Frank*.

Journal suggestions are included in each chapter to help students begin writing. They should not feel limited to these questions, however, but should feel free to follow their own instincts and interests.

Instead of one big journal, students may want to keep mini-journals, each focused on a particular type of activity. For example, they might keep:

- a learning mini-journal, in which they record new things they've learned;
- an experience mini-journal, in which they record interesting new experiences they've had; and
- an activity mini-journal, in which they record activities they've done.

From time to time, provide alternative ways for students to keep their journals. For instance, they might:

- tape record their thoughts and feelings;
- do a painting or a collage of their thoughts and feelings;
- create a flow chart about their experiences showing how one experience led to a new piece of learning which led to a particular thought or feeling.

To encourage students to value and keep their journals, have them make books for them. Give each student 20 sheets of 11" x 17" white paper plus one 11" x 17" piece of colored construction paper. Have them fold each sheet in half (to form a sheet 8 1/2" x 11") and place the sheets one inside the other, folio style. Put the construction paper on the outside and place a rubber bank around the crease to hold the "book" together. Have students decorate the cover. Additional pages can be added by slipping them into the rubber band binding.

## CLASS SCHEDULE

An effective format for teaching Mentally Tough is to divide the class period into four time slots:

1. **Exercise:** Because exercise energizes and relaxes people it is the best way to prepare students to work. Start each period with a 5 minute exercise routine (see Teachers Guide page 23).

2. **Success Stories:** Take five minutes at the beginning of each period to hear students' stories about how they have used Mentally Tough tools in their lives. Telling and hearing

these stories will encourage students to take Mentally Tough seriously and put it to work.

3. **Activities:** Spend the bulk of the period discussing the new material in the chapter and doing the activities described in the Teachers' Guide to reinforce the new information the students have learned.

4. **Journal:** Give the students 5 to 10 minutes at the end of each period to write in their journals.

# CHAPTER 1
# TOUGH STUFF

Activities

**1. Rewriting history:** *This activity will help motivate students to learn the Mentally Tough tools.*

Ask the students to remember a time when they didn't perform as well as they wanted to. Then tell them that they now have a chance to correct that situation---at least on paper. Have them draw a line down the center of a piece of paper and label one column, "The Way It Happened," and the other column, "The Way I Wish It Had Happened." In the first column, have them list details of the situation as it actually occured. In the second column, have them rewrite those details the way they wish they had occurred. Have them focus on how they would change their own behavior to change the outcome of events.

When they have finished, explain that the Mentally Tough tools will give them the ability to control their behavior in order to make events turn out more the way they would like.

**2. Self-Portraits:** *This activity will help students examine their self-esteem before beginning the Mentally Tough program.*

Bring many old magazines to class. Give each student rubber cement and a sheet of construction paper and ask them to cut words and images from the magazines and glue them to the paper to make a collage self-portrait. When the students have finished, collect all the collages. Hand one to each student so that each student now holds someone else's (unidentified) collage. Ask the students to write a short description of the person whose collage they hold. Since the students should not know whose collage they are holding, they must base their description on information contained in the collage.

When everyone has finished, tack the portraits up on the walls and let students comment on them. Can they guess whose is whose? Do these "abstract" images seem to accurately reflect the people who made them? What do students learn about themselves from viewing their own?

Keep the collages for later use (see Chapter 15).

Ongoing Challenge/Journal Suggestions

1. The Mentally Tough tools will help students do their best in difficult situations. Discuss the various activities students face in their lives: school, dating, sports, hobbies, jobs, interactions with parents, friends, siblings, etc. Discuss some of the challenging situations that occur in each. Then ask students to pick one activity that is very important to them, in which they would like to improve their performance. Tell them this is their "ongoing challenge," the activity they will focus on as they learn the Mentally Tough tools.

Ask them to write in their journals how they feel about that acitivity now, why they picked it, how they hope to improve, and what hampers their performance in that area now.

2. Other questions students might want to address in their journals are:

- How do you feel about having to keep a journal?
- Who would be the last person in the world you would want to see this journal and why?

# CHAPTER 2
# PERFORMING

## Activities

**1. Rating your performances:** *This activity will help students realize that they are constantly making choices about how they perform.*

Have students list on a piece of paper at least 15 activities they typically perform during a day. Ask them to rate each one on a scale of 1 to 10 based on how much energy they give to each. For example:

- brushing teeth 1
- doing homework 8
- working a job 9

Discuss their lists and ratings as a class. Is there general agreement about the energy ratings? To which activities do most students give the most energy? In which activities do they feel their performance really counts? Do most students give the most energy to the performances that really count? Do they sometimes give more energy to an activity than it deserves?

Ask the students to fill in the following chart:

| energy level | things I *should* give this much energy to | things I *do* give this much energy to |
|---|---|---|
| 10 | | |
| 5 | | |
| 1 | | |

**2. Rating the Stars:** *Reinforce students' understanding of performance levels by having them rate the performances of well known people.*

Have students look through newspapers and magazines for articles about athletes, actors, musicians, artists and politicians. Have them rate the performances they read about on a 1 to 3 scale: high performance, medium performance or low performance. Are there clues in the articles about why the performance level was what it was?

Have the students also look for interesting quotes about performance that you can pin up on a bulletin board.

**3. How Do They Do It?:** *This activity will broaden the concept of performance to a wider range of activities, and will reinforce the idea that individuals control their performance levels.*

Some people have jobs that demand high performance even when the individual doesn't feel highly energized. Have the students interview police officers, fire fighters, paramedics, actors, rock musicians, and emergency room staff to find out how these people prepare for high performance.

**4. True Confessions:** *This activity will help students analyze past performances by encouraging them to think in detail about what occured.*

Divide the class into two groups.Ask the students in one group to think about a time when they were on a roll, performing like a Maserati. Ask students in the other group to think about a time when they performed like a clunker. Now ask the students to pretend they are famous gossip columnists. Have them take turns interviewing each other about the performance situation they just remembered. As gossip columnists, it is their job to pry for details. They should get as much information as possible about the performance, about what led up to it, about why the student thinks it turned out the way it did, about what happened as a result, etc. Have the students write up their interviews using the gossipy style that is typical of such pieces, being sure to keep the tone humorous rather than cutting. Publish the collection as a class tabloid.

**5. Success:** *This activity will help students imagine the benefits of learning the Mentally Tough tools.*

Ask the students to think about a situation in which they would like to perform like a Maserati. Have them write a short story in which they complete that performance with flying colors. Have them discuss how they prepared for the performance, how they felt before it, during it and afterward, and what happened as a result.

**6. After school:** *This activity will reinforce students' learning by requiring them to teach the material to someone else.*

Tell the students to ask their friends, siblings or parents about times they had good (Maserati) performances and times they had bad (clunker) performances. Ask them to collect stories to share in class tomorrow.

Ongoing Challenge

1. Ask the students to think about themselves performing in the area they have pinpointed as their ongoing challenge. Tell them to imagine themselves facing that situation and sailing through with flying colors. Tell them to imagine that success at least once a day. Developing a positive attitude will help them succeed.

Journal Suggestion

1. Are you used to thinking of yourself as a "performer"? Draw a cartoon picture of yourself as a performer. Give yourself a costume and an emblem. Put yourself in a situation in which you are performing at your best, surrounded by adoring fans.

## CHAPTERS 3 and 4
## JOE MONTANA and THE IDEAL PERFORMANCE STATE

Activities

**1. Defining the Ideal Performance State:** *This activity will reinforce the concept of the ideal performance state and help students relate it to their own lives.*

Ask the students to write down a sentence or two about an ideal performance they had. Then ask each student to describe the situation briefly. (Some students may need help remembering an ideal performance, but every one will have had some.)

List the activities in which students had ideal performances on the board. Notice the range of activities.

Using the quiz on page 21 as a guide, discuss the way students felt during their ideal performances. Take a vote on each of the ten characteristics: do the majority of students agree that each one is part of ideal performance? Are there any they would like to add? Create a class definition of the ideal performance state.

**2. Star Performances:** *This activity will reinforce the concept of ideal performance by applying it to well-known people.*

Ask the students to pick an athlete, actor or musician who they can watch perform in an upcoming game, TV show, movie or concert. Have them watch the performance as a critic or commentator. It is their job to review the performance and decide: is this an ideal performance? Does the performer seem highly energized? Is he or she relaxed? Does he or she appear to be having fun? Does he or she seem focused and in control? What led the students to their conclusions? Ask them to rate the performance (in terms of quality and energy) on a scale of 1 to 10.

Have the students write their reviews as if they were to be published in a newspaper. Or have students videotape their reviews as if they were on the evening news.

**3. Fiction:** *This activity will reinforce the concept that students can use ideal performances to control aspects of their lives.*

Most successful fiction has three elements:

a. the reader is introduced to the main characters
b. a problem develops

c. the problem is resolved through some action of the characters.

Have each student write a short story in which the problem is resolved through one character's ideal performance.

**4. Star Performances:** *This activity will help students see that ideal performances are not just "textbook material," but are experienced in "real life."*

Have students interview local athletes or actors about their ideal performances. Before conducting the interview, students should consider the following:

- how they will locate the person to schedule the interview;
- how they will explain to the person what ideal performance is (while the person experiences ideal performances, he or she may not call them that);
- what questions they will ask;
- how they will record the answers: tape recorder, pen and paper, videotape, etc.

After the interview, the students should put their responses in a final, edited form: either an edited tape or an edited, written interview. They should also write a one- or two- paragraph synopsis of what they learned.

**5. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Ask students to talk to friends, siblings or parents about ideal performances they have had. Be sure they explain the special characteristics that separate ideal performance from just good performance. Have them bring back ideal performance stories to share with the class.

Ongoing Challenge

1. Ask the students to imagine what an ideal performance in their ongoing challenge would feel like. What would happen? Ask them to imagine themselves having an ideal performance in that activity.

Success Stories

1. Over the next few weeks, ask students to share stories about ideal performances they have had.

Journal Suggestion

1. Write about an ideal performance you had. How did you feel during the performance? Look at the questions in the quiz on page 21 to help you remember some of the characteristics of ideal performance.

# CHAPTER 5
# WHAT STATE ARE YOU IN?

Activities

**1. Energy Check-Ups:** *This activity will help students become aware of their energy cycles and relate that information to their daily performance.*

Make copies of the Mood-o-Meter for each student and have students chart their energy level three times a day (morning, noon and evening) for two weeks. (If you copy the Mood-o-Meter onto 8 1/2" x 17" paper, students will be able to slip it into the rubber band binding of their journals.)

Do they notice energy patterns? How many are "morning people"? "Evening people"? Make a graph or chart showing the energy patterns within the class.

Can the students see a relationship between their daily energy cycle and their performance in different activities? What happens when they face situations that demand high performance at times when their energy level is low? Divide students into small groups to brainstorm possible solutions to that problem (e.g. try to schedule difficult classes during high energy periods; go to bed earlier to have more energy in the morning, etc.). Have a group secretary record all the ideas and then share them with the rest of the class.

Have the students determine the energy cycles of other members of their families. Does recognizing someone's energy cycle help you deal with that person better (e.g. help you know when to ask---or not to ask---for a favor)?

Ask the students if most of their friends have the same energy cycles they do. Does that help or hinder the friendship?

**2. Graphing Energy Cycles:** *This activity will reinforce the concept of energy cycles.*

Have students design a graph that illustrates their energy cycles. Two possibilities are:

What other ways can students think of?

**3. Tall Tales:** *This activity will reinforce the characteristics of the four energy states, how each state affects one's behavior, and how one's behavior has an impact on events and people.*

Tall tales are stories in which portions are exaggerated to make a point. Have the students read some tall tales to get an understanding of that form of literature. Then have them write their own tall tales about times when they were in one of the four energy states. Their tales should include: why they felt the way they did, what events transpired while they were in that state, and what happened as a result of being in that state. Each aspect of the story should be slightly exaggerated and the overall effect should be humorous.

**4. Energy States in Action:** *This activity will help students see that all people experience the four energy states, and will help them see the ramifications of being in each state.*

Have the students look for examples of the four energy states on TV shows, in movies and in books. Discuss the examples as a class.

**5. Quick Changes:** *This activity will help students examine the factors that cause them to switch energy states.*

Ask students to think about times when they were in one energy state and switched quickly to another (e.g. a phone call suddenly lightens their mood---or darkens it). What kinds of things cause them to switch states? Generate as long a list as you can, including whether the switch was from positive to negative or vice versa.

Look at the things that make students switch into positive energy. Can they think of ways to harness those factors so they can use them whenever they're feeling negative?

**6. Poetry:** *This activity will reinforce the charactistics of the four states.*

Have students write a poem that depicts one state. Have them focus on the feelings of the state without mentioning it by name. Ask the students to read their poems out loud and have other students guess which state is being described.

**7. Who's Telling the Truth?:** *This activity will help students realize that energy states are temporary and can be easily changed.*

Have the students create a TV-style "game show" in which the object is to fool the audience into believing your story. Pick four students to be panelists. Tell them that they must tell the audience about a time when they were in High Negative and something happened to make them feel better. One of the panelists should tell a true story; the other three should make up plausible sounding stories. The audience must guess which panelist is telling the truth.

After one or two rounds change the question. Have the panelists tell stories about when they were in High Positive and something happened to make them feel negative; or about when they were in Low Negative and suddenly switched to High Negative.

**8. Energy in Art:** *This activity will reinforce the characteristics of each state.*

Have the students do a drawing, painting or collage that illustrates one of the states. Have other students guess which state is depicted.

Have students find album covers, magazine photos, paintings or other print materials that illustrate a state. Ask them to explain why they feel the item expresses that state.

**9. Energy in the News:** *This activity will reinforce the characteristics of each state and will sensitize students to other people's energy moods.*

Have students pick photos out of magazines or newspapers in which people seem to be in one of the states. Have them write captions for the photo, indicating what the people might be saying or thinking.

**10. Energy on Tape:** *This activity will sensitize students to other people's energy moods.*

Bring in a videotape and a VCR. Have the students watch the video with the sound off, identifying the energy states of the characters through nonverbal cues. (Pick a videotape the students have not seen.)

As a variation on this, have students pantomime the various [illegible] while other students guess which state they are doing.

**11. Quantify Your Cycles:** *This activity will increase students' awareness of their emotions and behavior.*

Have the students guess how much time in a week they spend in each state. Then have them record and chart their actual moods. The charts should show how often they switched moods, and how long they spent in each mood. Do they notice any patterns? Were their guesses close? What surprised them?

Keep a similar chart for the moods of the class. Do you see patterns? Do mood swings relate to external events? Tests? Weather?

**12. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Ask the students to teach a friend or family member about the four energy states. Tell them to show the person how to use the Mood-o-Meter and to see if the person agrees with the student's assessment of his or her energy cycle.

Ongoing Challenge

1. Ask students to imagine facing their ongoing challenge in each of the four energy states. Have them draw cartoon strips illustrating what happens each time.

Success Stories

1. Ask students to share stories about recent experiences in which they switched from negative to positive energy.

Journal Suggestion

1. Watch your mood swings today. Try to keep track of how many times your mood changes. At the end of the day write about all the different moods you were in, and what put you in each one, or helped you get out of each one.

2. What do you normally do when you're in High or Low Negative? Do you like to stay there for a while? Or do you try to get yourself out quickly? Why?

# CHAPTER 6
# ALL THE DRUGS YOU'LL EVER NEED

Activities

**1. Adrenaline Rush:** *This activity will help students recognize the action of neurotransmitters in their own bodies.*

Chapter 6 opens with a description of a person who springs into action to avoid an oncoming car. This burst of energy is often called an "adrenaline rush." Ask the students why that is so. Have they ever felt an adrenaline rush? What were the circumstances? How did it feel?

**2. Learning More:** *This activity will give students more information about neurotransmitters.*

Neurotransmitter research is quite new, and several popular magazines have carried articles about it. Have students go to the library and use the Readers' Guide to Periodical Literature to find recent articles. Have them read the articles and report back to class on what they have learned.

**3. Quiz Questions:** *This activity will reinforce students' understanding of the role neurotransmitters play in behavior.*

Have students make up additional questions for the Neurotransmitter Quiz (page 35) and test each other.

**4. Debate:** *This activity will help students examine the broad effects of mood-altering substances and will help them clarify their viewpoints on various issues.*

One day soon, scientists will be able to manufacture neurotransmitters. When that happens, should people be able to buy them over the counter like aspirin? Why or why not?

Stage a debate between students who hold opposing views on that question. While the students debate, have the rest of the class stand. Tell them that each time one of the debaters makes a point with which they agree, they should move to that person's side of the room. If an opposing debater makes a point they agree with, they should move back to the other side of the room. In this way, the audience will be a constant mirror of the debaters' effectiveness.

Similar debates can be staged on other topics: is it OK to use drugs? Are certain drugs OK while others are not? What would you

do if someone pressured you to use drugs and you didn't want to? Do you agree that, when tense, men tend to get angry and women tend to get anxious?

**5. Advertising Neurotranmsitters:** *This activity will reinforce the functions of neurotransmitters.*

Have students create an advertising campaign for each of the neurotransmitters. What points would they want to make to encourage people to buy? How can they make those points quickly, in 30 seconds, 60 seconds, or on one page of a magazine? Have them analyze real ads and commercials to see what works and what doesn't. Then have them create two sets of print ads, radio spots and TV commercials, one for adults and one for teens.

**6. What If. . . ?:** *This activity will help students think about the effects of neurotranmsitters on their behavior.*

Have the students write fantasy/science fiction stories about a world in which people can ingest neurotransmitters whenever they want, free of charge. What would the people be like? What would the world be like?

**7. Drug Education:** Mentally Tough *can be used as part of an anti-drug program.*

Incorporate information about the relationship between drugs and neurotransmitters into your school's drug education program. Emphasize that students can receive the benefits of drugs without the dangers by controlling their internal chemistry.

**8. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have the students teach siblings, friends or parents about neurotransmitters and their effect on human behavior.

Success Stories

1. Ask students to tell stories about times they have felt "naturally high" without drugs. Were they in the ideal performance state at those times?

Journal Suggestion

1. Do you ever feel like a human yo-yo? Describe how that feels.

NOTES

# CHAPTER 7
# FUELING UP

Activities

**1. Energy Check-Up:** *This activity will remind students to check their energy level periodically so they can stay aware of how they are feeling, and will prepare them for the next activity.*

Have students check their energy levels on the Mood-o-Meter, and spend a few minutes talking about where they are.

**2. What Works?:** *This activity will help students realize that they already do some things to alter their energy levels, and will help them evaluate which of those things are effective.*

Ask the students what they normally do when they need more energy. List all their answers on the board. Have the class discuss which strategies work and which don't. Then divide the answers into two groups based on effectiveness.

**3. How is a Car Like a Body?:** *This activity will reinforce the concept that oxygen is required for fuel to burn and produce energy.*

The energy-producing mixture of glucose and oxygen in the body is similar to the energy-producing mixture of gasoline and oxygen in a car. Have students who are interested in cars research the workings of a carburator and report back to class. Have the class decide in what ways the two systems are similar, and in what ways they are different.

**4. Candle and Glass Experiment:** *This activity will graphically represent the process of combustion that occurs when glucose and oxygen combine in the body.*

Light a short candle. Stand a clear glass over it so that the glass sits upside down on the table. Ask the students what will happen.

The candle will go out because deprived of oxygen it cannot burn. Glucose in the body is similar to the candle. Without oxgyen from the air we breathe, it cannot burn and cannot provide energy to the body.

**3. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Tell students to ask their parents if they know what provides energy to the human body. Have the students explain the glucose/oxygen combination to their parents.

Ongoing Challenge

1. Ask students to imagine facing their ongoing challenges with low reserves of oxygen and glucose. What happens? Then ask them to imagine facing the same situation with a high level of oxygen and glucose. Now what happens?

Success Stories

1. Ask students to talk about what gives them energy. When they're feeling tired or low, what do they do to perk up? If they have to get energized before a big performance, what do they do?

Journal Suggestion

1. Have you ever noticed any connection between what you eat and how energized you feel? Do you feel different after eating a hamburger and fries than you do after eating a salad? Does food affect your mood? Write about your food and mood connection.

# CHAPTER 8
# BREATHING

Activities

**1. Taking Your Pulse:** *This activity will prepare students for activities in this chapter and the following one.*

Show the students how to take their pulse by placing the flat part of the fingers of one hand against the front part of the neck on the same side. Have them watch a clock or wristwatch and count the number of beats in six seconds, then multiply the result by 10. Have them practice this until they can do it easily.

**2. Breathing Experiments:** *This activity will help students recognize the power of breathing to influence the way they feel.*

Do the two experiments at the beginning of the chapter as a class. Discuss the results. Were the students surprised?

**3. Fight or Flight Response:** *This activity will help students relate breathing and the fight or flight syndrome to their own lives.*

In Chapter 6 (*All the Drugs You'll Ever Need*) students described times when they felt an adrenaline rush. Explain that the fight or flight response is the same thing: rapid breathing increases the body's supply of epinephrine (adrenaline), causing the fight or flight response. Ask the students to remember how they felt during their adrenaline rushes and compare that sensation with how they felt after the rapid breathing experiment. Are the two similar?

**4. Breathing Exercises:** *This activity will build students' ability to use these exercises in any setting, any time they need quick energy.*

Practice each of the breathing exercises as a class. (You can have the students practice the Belly Breath sitting in their chairs.)

Can they feel a difference in energy level after doing the exercises?

Ask the students in what kinds of situations they can imagine using these exercises. Where and when would they not use them, even if they thought the exercises would help? Why? Have the students practice doing the exercises in such a way that they seem like natural stretches that someone might do in public without feeling embarrassed.

**5. Yawning:** *This activity will demonstrate the function of yawning, and the effectiveness of Ha! breaths.*

Tell the students to breathe as little as possible, in slow, shallow breaths. How long can they go without yawning?

Do this for a few minutes. Once they're feeling sleepy, have them take several Ha! breaths. Do they feel more energized?

**6. Putting it to Work:** *These activities let the students use what they've learned.*

Give the students a breathing assignment. Tonight, while they are doing their homework, they should stop and do one of the breathing exercises in the book (The Yawn, The Belly Breath or the Ha! Breath). They should notice how they feel before doing the exercise and after it. Do they feel more energized afterward?

Give the students a longer-range assigment. Tell them that at some point during the next two days they are bound to feel nervous, angry, uptight or depressed. When that happens, they are to stop and do one of the breathing exercises. That should help them relax and deal more effectively with the problem. Have them report on the results in class.

From now on, each time the class seems sluggish or sleepy, stop what you're doing and have everyone do a Yawn or a Ha! breath.

**7. Breathing Patterns:** *This activity will give students one more tool of self-awareness by making them conscious of how they breathe.*

Have students monitor each other's breathing patterns. (It is virtually impossible to monitor your own.)

Pair each student with the student adjacent to him or her. Give one person in each pair a piece of a tissue approximately 1" x 1" and have them scotch tape it just under their nose. (They'll feel silly, but it will make their breaths visible to their partner.) Give the "breathers" a reading assigment to take their minds off their breathing.

You watch a wristwatch with a second hand. Let the students read for a minute or so, then say, "Go." Have the other student in each pair count the number of breaths his or her partner takes in two minutes. After two minutes say, "Stop." (Sighs count as one breath.)

Have the "watchers" record their findings, then have the partners switch roles. Afterward make a graph showing the distribution of breathing patterns in the class.

**8. New Ways of Breathing:** *This activity will help students increase the energy they get from breathing.*

People who regularly breathe deeply and slowly have a steady supply of energy available to them. Have the students practice breathing slightly deeper and slower than they usually do for a few minutes. Do they feel any difference? Challenge them to breathe that way all the time. Stop occasionally during class and ask them how they're doing. Creating a new breathing pattern takes time and frequent reminders.

**9. Deep Breathers:** *This activity will emphasize the efficacy of breathing as a relaxation and energizing tool.*

Breathing is used as a relaxation tool in many situations. Meditiation, yoga and childbirth are some. What are others?

Have students research yogis in India who are able to sleep on beds of nails and levitate their bodies just through deep breathing.

Have students interview women who used breathing exercises during childbirth to help them through the process. What kind of breathing did they do? What did it accomplish?

**10. Sports Breathing:** *This activity will show students real-life applications of breathing as a relaxation and energizing tool.*

Athletes frequently use deep breaths to help them relax and focus during a game. Have the students watch a game on TV and look for examples of this phenomenon. It is especially visible in basketball (when a player is at the foul line), in baseball (before the pitcher throws the ball), and in tennis (before a player serves).

**11. Literary Breathing:** *This activity will reinforce the importance of breathing to human beings.*

Breathing is so central to human activity that references to it appear frequently in literature. For example, many words and expressions have the word "breath" in them (e.g. "breathtaking," "like a breath of fresh air," "take a breather," etc.). What other words and expressions can students think of?

Have students use *Bartlett's Quotations* or other reference books to find literary references to breathing. Have them pick a favorite poem and memorize it.

Have students write poems conveying the sensations and regularity of breathing.

**12. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Tell the students to show someone the two breathing experiments (the panic breaths and the relaxing breaths). Have them teach someone the three breathing exercises.

Ongoing Challenge

1. Ask the students to think about the next time they will face their ongoing challenges. Tell them to visualize themselves in the situation for a few moments. Then ask them to do one of the breathing exercises and then visualize themselves in the situation again. Just having taken deep breaths should help them visualize the situation more positively. Remind them to do one of the breathing exercises before they enter the situation in real life.

Success Stories

1. Have students share stories about how they used one or more of the breathing exercises when they were tired or feeling negative.

Journal Suggestions

1. Breathe slowly and deeply for several minutes. Close your eyes and let your mind wander. Relax. Then open your eyes and write in your journal whatever comes to mind. Keep writing---and free associating---for five minutes.

2. Close your eyes and breathe quickly and shallowly for a few minutes. Then open your eyes and write in your journal whatever comes to mind. Keep writing---and free associating---for five minutes.

# CHAPTER 9
# EXERCISE

Activities

**1. Taking Your Pulse During Exercise:** *The ability to take your pulse while exercising is important to maintaining an effective exercise regime.*

Have students practice taking their pulse while running in place.

**2. Exercise and Your Heart Rate:** *This exercise demonstrates the impact of exercise on your heart rate.*

Have students take their resting pulse. Then have them run in place for three minutes and take their pulse during the last six seconds.

Have them compare their resting pulse with their exercising pulse. By what percent did it increase?

**3. Recovery Rate:** *This activity will encourage students to measure their heart's recovery rate, which is an important measure of cardiovascular fitness.*

Have students run in place for three minutes, taking their pulse during the last six seconds. Then have them stop exercising and take their pulse every 30 seconds until it returns to the resting rate.

How long did it take to return to normal? Have students record that time in their journals. Suggest that they monitor their recovery rate over the next few months as they develop regular exercise programs. They should see a decrease in the amount of time it takes for their heart rates to return to normal.

**4. Target Heart Rate:** *This activity will acquaint students with the feeling of exercising at the target heart rate.*

Have the students calculate their target heart rates.

Have them run in place, taking their pulse every minute until they reach their target heart rates (or until they become uncomfortable). Remind them that with regular exercise, they should be able to achieve their target heart rates more easily.

**5. In-Class Exercise Program:** *This activity will reinforce the exercise habit, and will energize students in preparation for classwork.*

Practice each of the stretches in the book. Then create a 5-minute exercise routine you can do each day at the beginning of class. One possiblity is:

- hamstring stretch (30 seconds)
- side bends (5 seconds on each side)
- head rolls (3 in each direction)
- running in place (for 3 minutes)
- touching toes (30 seconds)

**6. Why I Can't Exercise Regularly:** *This activity will help students find ways to exercise regularly despite busy schedules and other obstacles.*

Divide the class into small groups. Ask each group to generate a list of concerns about starting a regular exercise program, and a list of solutions to those problems. Appoint a group secretary to record all the answers and then read them aloud to the class.

**7. Advertising Exercise:** *This activity will reinforce the benefits of exercise.*

Divide the class into small groups and have each group develop an advertising campaign on the benefits of exercise that would work for their peers. The campaigns should include a storyboard for a 30- or 60- second TV commercial, a 30- or 60- second radio spot, and/or a plan for a print ad campaign. A TV storyboard should include pictures of all the action that will appear on the screen, the commercial's dialog and soundtrack, and who would be cast in the commercial. If possible, have the students produce and videotape the commercial.

A print ad campaign should include a mock-up of the ad, (including images and words) and a list of magazines in which the ad should appear. (Should the ad be designed differently for different magazines?) Have the students call the magazines for their rate cards to find out what it would cost to place an ad.

A radio spot should include what the ad will say, background sounds, who might star in the spot, and a list of radio stations on which the ad should be played. Have the students call a local radio station to find out the cost of placing an ad. Does the station accept public service announcements? If so, have the students tape their ads and give them the station as PSAs. Have the students ask the station to help them produce the ad professionally.

**8. Exercise as a Literary Device:** *This activity will reinforce the benefits of exercise.*

The ancient Greeks used the convention of *deus ex machina* (gods appearing suddenly from above) to solve their protagonists' problems. Modern dramatists rely less on outside solutions, prefering their characters to solve their own problems. Have students write their own dramas (either plays or short stories) in which exercise at the right moment turns a potential disaster into a triumph.

**9. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have the students show a friend or family member how to calculate his or her target heart rate, and try to recruit that person to join the student in a regular exercise program.

Ongoing Challenge

1. Have the students plan a way to use Quick Fix exercises (Desk Isometrics, The Shrug, The Squeeze) just before they next face their ongoing challenges.

Success Stories

1. Ask students to talk about how it feels to start an exercise program. Do they notice any improvement in their energy levels or overall performance?

Journal Suggestions

1. How do you feel about starting an exercise program? Are you "psyched" about doing it, or do you have concerns? If you have concerns, what are they? What can you do to make it easier and more comfortable?

2. Use your journal to track your progress as you begin an exercise program. Each day you exercise, record the following data: when did I exercise?; what type of exercise did I do?; how long did I exercise?, what was my heart rate during exercise? how long did it take for my

pulse to return to normal after I stopped?; did I enjoy it?; is it getting easier?

Experiment with different types of exercise, different rates of speed and different lengths of time until you find a combination that is comfortable. Gradually work up from there.

3. Does exercising regularly affect your performance? How? Make a copy of the Exercise/Performance Monitoring Chart and keep it in your journal.

# CHAPTER 10
# FOOD

Activities

**1. Eating Habits:** *This activity will help students compare their own diets to a performance diet.*

Ask students to write down on a piece of paper everything they've eaten for the last three days (as best they can remember). Remind them to include snacks as well as meals.

When everyone has finished, draw three columns on the blackboard. Label one "performance," one "nonperformance," and the third "depends on quantity." Ask students to read their lists out loud. As each item is read, have the class decide in which column it belongs. Write it in the appropriate column on the board. When everyone has finished reading, analyze the data. Which column has the most items? What foods show up repeatedly? What is the overall status of the class's diet? Graph the data to show the relationship between consumption of french fries and fruit, or between soda, milk and juice. Who has the closest thing to a performance diet? Who is farthest from it?

After you've "played" with the data for a while, discuss how students can alter their diets to make them more performance-oriented. Which items on the board should be eliminated or reduced? Which ones should be increased? Where can substitutions be made, replacing unhealthy foods with healthier ones?

**2. Designer Diets:** *This activity will help students design performance diets they can actually follow.*

Give the students the following chart. Ask them to fill in the first column only, to create a performance diet that they believe they could follow. Have them include foods they will want to eat and which are available at home and at school. The diet may include small amounts of "nonperformance" foods.

Ask several students to read their charts out loud. Have the class evaluate them: have the students really created a performance diet? Are their diets workable, or only good in theory? Do the students think their creators can stick to them?

Have the class discuss the problems they will encounter in following a performance diet (e.g. parents don't cook healthy foods

at home, school lunch is not healthy and it's hard to bring supplements from home, etc.)

Divide the class into small groups to brainstorm solutions to these problems. Have a group secretary record the solutions and read them aloud to the class.

Have the students fill out columns 2 and 3 of the chart, designing performance diets they believe they will be able to follow. Have them take the charts home to discuss with their parents.

# PERFORMANCE DIET PLANNER

| | COLUMN 1 | COLUMN 2 | COLUMN 3 |
|---|---|---|---|
| breakfast | | | |
| snack (mini-meal #1) | | | |
| lunch | | | |
| snack (mini-meal #2) | | | |
| dinner | | | |
| snack | | | |

**2. Analysing Your Diet:** *This activity will show students where their calories come from.*

Libraries and bookstores contain many books that give the fat, carbohydrate and protein content of common foods. Have interested students find such a book and keep track of their diets for a week, monitoring the percentage of calories they derive from each source. Do their diets conform to the performance diet recommendations: 10% of calories from proteins, 10-30% from fats, and 55-75% from complex carbohydrates?

**3. Advertising the Performance Diet:** *This activity will reinforce the benefits of a performance diet.*

Have the students create an advertising campaign to sell the public on following a performance diet. Have them analyze real ads and commercials to see what works and what doesn't. Then have them create three sets of print ads, radio spots and TV commercials, one for children, one for adults and one for teens.

**4. Cholesterol:** *This activity will give students more information about cholesterol, and help them see the Mentally Tough diet suggestions as conforming to generally well-recognized beliefs about health.*

Many scientists are currently researching cholesterol. The press frequently contains articles about saturated vs. unsaturated fats, HDL vs. LDL cholesterol, which types of oils are better for reducing cholesterol levels, etc. Have students use newspaper indices and the Reacers' Guide to Periodical Literature to locate recent articles on cholesterol and report back to class on the latest cholesterol research. Based on their readings, can they make diet recommendations to the class?

**5. Class Experiment:** *This activity will enable students to evaluate the effectiveness of a performance diet.*

Have the class design and conduct a controlled scientific experiment to test the effectiveness of a performance diet as compared to a "typical" teenage diet. To design the experiment, have students consider the following:

- How can we best compare the two diets?
- How many test groups will we need? (Why might two not be enough?)
- Over what period of time should the experiment be conducted?
- How can we make sure everyone follows the correct diet?

- How can we control for errors?
- How will we measure the results?
- What might go wrong during the experiment and how can we prevent that and/or compensate for it?

**6. Sports Diets:** *This activity will reinforce the value of performance diets by showing that professional athletes follow them.*

Have the students write to professional athletes or their coaches to find out about their diets. Do they follow performance diets? Do they believe food has an impact on their games?

If there is a professional sports team in your town, have the students interview some of its members. If there is no pro team, have them interview local star athletes. Beforehand, have the students consider:

- how they will locate the athlete;
- how they will contact him or her;
- what questions they will ask;
- how they will record the answers;
- how they will report back to the class;
- how they will thank the athlete.

**7. Cookbook:** *This activity will encourage students to follow a performance diet.*

Have the students create a cookbook of "performance recipes" that are high in complex carbohydrates, have moderate amounts of protein and are low in fat and sugar. First, have them brainstorm possible sources of recipes (friends, family, cookbooks, newspaper food editors, etc.) As they collect recipes, have them try them out at home and bring samples to class to share. Have the class vote on their favorites. Have them type up the recipes, add illustrations, and photocopy the book for each student. End the project with a party at which you serve only recipes from the book.

**8. Label search:** *This activity will make students aware of the "hidden" fats and sugars they are eating.*

Divide the class into two groups, one to investigate fats, the other to investigate sugars. Send both groups to the supermarket with pads of paper. Have them examine food in every category: canned and frozen fruits and vegetables, packaged soups and dinners, bread products, cereals and crackers, desserts, etc. Have them list all the products they examine.

How many don't have sugar (including honey, molasses, corn syrup, fructose, sucrose, lactose, dextrose, maltose and galactose)?

How many foods contain no fat at all? How many contain saturated fats (butter, lard, coconut oil, palm oil)? How many contain unsaturated fats (vegetable oils)?

Discuss the findings as a class. What surprised the students? Which foods should they avoid if they want to cut down on sugar? On saturated fat?

Have the students use this information to examine the amount of fat and sugar in their daily diets. Are they surprised at the amount of "hidden" fat and sugar they are eating? How can they improve their diets?

**9. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have students teach their parents about performance diets. Have them encourage their parents to provide more performance foods at home, and to pack "performance supplements" for lunch at school.

Ongoing Challenge

1. Have the students plan a way to use Quick Fix snacks just before they next face their ongoing challenges.

Success Stories

1. Have students talk about how they are trying to make improvements in their diets and any results they have noticed.

Journal Suggestions

1. Do the experiment on page 87. Record what you ate and how you felt each day.

2. If you don't normally eat breakfast, try eating breakfast for several days in a row. Record what you ate and how you felt during the day. Can you notice a difference in your energy or performance levels?

3. Carry Quick Fix snacks with you for several days and eat some before challenging situations. See if they help you feel energized. Record the results.

# CHAPTER 11
# LAUGHING

## Activities

**1. Creating an Environment for Laughter:** *These suggestions will help teachers bring humor into the classroom.*

Laughter promotes creativity and problem-solving. It also puts people in a good mood so they can perform better. Make your classroom an environment in which humor can flourish. Build humor into every period by:

- encouraging students to bring in cartoons and jokes. Pin the jokes on a Humor Board.
- starting every class with three jokes (supplied by both you and the students).

**2. Humor Moods:** *This activity will help teachers control the mood of the class.*

Notice the "humor mood" of the class each day. Is it sarcastic or mirthful? Discuss this as a class. If the mood is sarcastic, why? Tell positive jokes to turn it around.

Have each student note his or her humor mood each day in class. If the mood is sarcastic, is the student having a bad day? Use positive jokes to help the students "lighten up."

**3. Laugh Tapes:** *This activity will give the teacher a tool for helping students feel relaxed and ready to work hard.*

Make a class laugh tape that you can use to help students relax before exams or presentations. Have students bring in audiotapes, videotapes and record albums of their favorite comedians, and record the best "bits" off of each. Add students' voices reading some of their favorite jokes. Update the tape once a month so it is always fresh.

Have students make personal laugh tapes for use at home.

**4. "Unsticking" Yourself with Laughter:** *This activity will help students recognize the power of laughter as a problem-solving tool.*

Ask the students to think of a time when they were "stuck" in a problematic situation and laughing helped unstick them.

**5. Humor on TV:** *This activity will reinforce the value of humor as a tension-reliever.*

On TV sitcoms, characters frequently use laughter as a tension reliever. Have students watch several sitcoms, looking for situations in which laughter is used this way. Have them write down the circumstances in detail (what was the problem? what made people laugh? what happened as a result?). Then have them report back to class.

**6. Sarcasm vs. Mirth:** *This activity will reinforce the difference between positive and negative humor.*

Assign a group of students to watch *Roseanne*, another to watch *The Cosby Show*, and a third to watch *The Simpsons*. Have each group look for examples of sarcastic (negative) humor and mirthful (positive) humor. Have students write the examples down, then discuss them in class. Do the students agree on which examples are positive and which negative? See if they can arrive at a concensus.

**7. Punchlines:** *This activity will help students develop their senses of humor.*

Have students bring in cartoons from newspapers or cartoon books. Photocopy their cartoons, minus the captions. Distribute the cartoons and have students write new captions for them.

**8. Political Cartoons:** *This activity will help students differentiate between positive and negative humor and cultivate their own sense of humor.*

Bring political cartoons from the newspaper into class. Discuss the events surrounding each cartoon and whether or not the cartoons are funny. Do they reflect positive or negative humor?

Have students create political cartoons for school events.

**9. Photo Captions:** *This activity will help students develop their senses of humor.*

Bring a camera to class and take candid pictures of the students. Have the students write funny captions for the photos. (This can also be done with magazine photos.)

**10. Humor in Literature:** *This activity will help students recognize the power of humor to make people more receptive.*

George Bernard Shaw said, "If you're going to tell people the truth, you better make them laugh. Otherwise they'll kill you." He knew humor could make people more receptive to difficult news.

Shakespeare also recognized the power of humor. Most of his dramatic plays include a fool or comic character who uses humor to deliver truthful comments that people might otherwise not hear.

Have students look for examples of this in *King Lear* and *Othello*.

**11. Humor as a Coping Tool:** *This activity will help students see ways other people use humor to help them handle difficult situations.*

Laughter helps people cope with adversity. This was especially noticeable during the Great Depression of the 1930s. Although most people had little money, no work, and were enduring great hardship, comic movies, theater and radio flourished.

Have students interview their grandparents about life during the Depression, and about the role humor played in their lives. Have students research the Depression first so they are knowledgeable about the period. Then have them prepare a list of interview questions and a plan for recording the answers. Have them produce an edited interview ready for submission to a school or class newspaper.

**12. Director of Mirth:** *This activity will bring a steady supply of humor into the classroom.*

Create a Director of Mirth program for your classroom. Have students campaign for the position, explaining what they would do to inject some humor into the classroom every day (without disrupting schoolwork). Have students elect one person to the position. Elect a new Director each month to give other students a chance and to keep the ideas fresh.

**13. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have the students tell the jokes they learned in school to friends and family members. Have them collect new jokes at home.

Ongoing Challenge

1. Ask the students to imagine themselves facing their ongoing challenges. Then ask them to imagine telling themselves two jokes first. Do the jokes make them feel less tense?

Success Stories

1. Have students tell stories about times they've used jokes to help prepare for a difficult situation.

Journal Suggestions

1. Before you go to bed, think of at least one thing that made you laugh during the day. Write about where you were, who was with you, what made you laugh, and how you felt afterward.

# CHAPTER 12
# VISUALIZATION

Activities

**1. Visualization Practice:** *This activity will give students practice in visualizing.*

Help students practice visualizing by leading whole class practice sessions. Darken the room as much as possible, ask students to close their eyes, then use a quiet, soothing voice to lead them step by step through a relaxing visualization. Ask them to remember a time when they felt happy and relaxed. Slowly, one by one, ask them to remember every detail. Use the questions on page 105, pausing between each to let the students remember. Take five minutes to complete the questions. Then ask the students to open their eyes. How do they feel? Are they relaxed? Were they able to put themselves back in that relaxing environment?

Practice doing high performance and energizing visualizations the same way. Gradually speed up the pratice sessions until students can visualize successfully in two minutes, then one minute, then 30 seconds.

Have students do high performance visualizations before exams.

**2. Screenplays:** *This activity will help students think clearly about upcoming events in order to mentally prepare for them.*

To help students mentally rehearse for an upcoming event, have them think of the rehearsal as a movie and have them write the movie's "screenplay." The screenplay should include *dialog* (everything the student says and everything that is said to him or her); a *stage set* (a description of where the action takes place); the *blocking* (where each "character" sits or stands and how he or she moves; *props* (any special equipment required for the event); the *soundtrack* (any background sounds that are present); and *stage directions* (notes on how each character feels or behaves). Thinking about each of these details will help students visualize the event clearly. The screenplay may have several scenes in order to capture the entire event. For example:

*MOVIE TITLE:*

*"The Job Interview"*

*SCENE 1:*

*The Waiting Room*

*CHARACTERS:*

*John Hernandez (a student looking for a job)*
*Mr. Smith (the employer who will be interviewing John)*
*Ms. Kelly (Mr. Smith's secretary)*

*STAGE SET:*

*The reception area outside Mr. Smith's office. Ms. Kelly is at her desk.*

*PROPS:*

*a desk, a couch, a table with magazines*

*ACTION & DIALOG:*

*John: enters room, looks around nervously*
*Kelly: May I help you?*
*John: I have an appointment with Mr. Smith.*
*Kelly: May I tell him who is waiting?*
*John: (nervous, stammering) Uh--John--I mean--John Hernandez.*
*Kelly: Just a minute, Mr. Hernandez.*
*John: pulls at suit jacket, runs hand through hair, shifts nervously from foot to foot.*

Have the students read their screenplays out loud (or act them out with other students). Then discuss them as a class. Are the screenplays realistic? How could the students improve their screenplays in order to strengthen their upcoming performances? Have them rewrite the screenplays, strengthening the areas where their performances were weak.

**3. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have students teach a friend or a family member how to find lost objects through visualization.

Onging Challenge

1. Ask students to imagine themselves facing their ongoing challenges. Have them imagine themselves stopping for 30 seconds and doing a high performance visualization. Does imagining the visualization help them feel more prepared for the challenge?

Success Stories

1. Have students tell stories about situations in which mental rehearsals helped their performances.

Journal Suggestions

1. Use your relaxing visualization. Then write in your journal whatever comes to mind---free associating---for five minutes.

2. Do the exercise above using your high performance and energizing visualizations. Later compare your journal entries for those three exercises. Are they different in tone and style?

# CHAPTER 13
# ONE-MINUTE RITUALS

Activities

**1. Recognizing Your Rituals:** *This activity will help students recognize their own rituals.*

Ask the students what pre-performance rituals they do. (If a student can't think of any, ask other students for comments. Frequently people are more conscious of other people's rituals than their own.) Ask the students what pre-performance rituals *you* do!

Ask the students if they can remember how their rituals started. For example, did wearing a particular article of clothing coincide with success on a test, and subsequently become a token of good luck?

**2. Creating Rituals:** *This activity will help students develop one-minute rituals.*

Help the students develop one-minute rituals by practicing them in class. Ask each student to pick one physical exercise, one breathing exercise and one visualization they would like to use. Have them practice each one for a little while, then give them two minutes to do all three in quick succession. Practice the sequence over several days until they can do all three in one minute.

**3. Emotional Recovery Rate Competition:** *This activity will reinforce the concept of emotional recovery rate.*

Ask students to think back over the previous three days to times when they were angry, depressed or in a bad mood. Ask them how long it took for them to return to positive spirits each time. Have them write down the three recovery times (in hours) and then compute the average of the three. Who has the quickest recovery rate? The use of one-minute rituals will bring everyone's recovery rate down considerably.

**4. Ritual Sleuths:** *This activity will help students differentiate between positive rituals, negative rituals and superstitions.*

Tell the students to become ritual sleuths: to observe their parents and siblings over the next few days and note any pre-performance rituals they do. (If they can't see any, have them explain about rituals to their family and ask each member what he or she does.) When the students report back to class, make a list of all the rituals. Categorize them as positive rituals, negative rituals and superstitions.

**5. Rituals vs. Habits:** *This activity will help students clarify their understanding of pre-performance rituals.*

Ask the class what the difference is between a pre-performance ritual and a nervous habit. Can a ritual be a habit? Can a nervous habit be a ritual? Does it make a difference if the ritual is positive, negative or a superstition? Have the students give examples and make cases for what they believe.

**6. Putting it to Use:** *This activity will give students a chance to use what they have learned.*

Before every test or difficult assignment, have students do their one-minute ritual.

**7. After School:** *This activity will reinforce students' learning by requiring them to teach the material to another person.*

Have students teach a friend or family member how to do a one-minute ritual, and then report back to class.

Ongoing Challenge

1. Have the students imagine themselves facing their ongoing challenges. Then have them imagine using their one-minute rituals before tackling the challenge. Do they feel stronger going into the situation?

Success Stories

1. Have students tell stories about how they have successfully used one-minute rituals before tough situations.

Journal Suggestions

1. Do you have clothes that make you feel confident? Which ones? Describe how you feel when you wear them.

2. Do people close to you use negative rituals? How does that make you feel?

# CHAPTER 14
# MOTIVATION

Activities

**1. What Motivates You?:** *This activity will help students examine their motivations for various activities.*

Have the students draw six lines vertically down a sheet of paper to create five columns. Have them label the first column "I Love It," the second column "My Parents Want Me To," the third column "Playing the Score," and so on, until they have labeled each column with a different type of motivation. Then have them fill in each column with activities for which they feel that type of motivation.

Do they generally succeed at the activities in column 1? (Most people do well at things they love.)

Have them pick one activity on their list that they would like to do better. Have them make that activity their new ongoing challenge.

**2. Planning to Meet the Challenge:** *This activity will help students develop a plan for improving their performance in an areas of their choice.*

Help students make a plan to improve their performance in their new challenging activity. Give each student a copy of the following chart and have them fill out the first two rows. Have them put their charts into their journals. Over the next three months have them record their progress on the bottom two rows.

## PERFORMANCE IMPROVEMENT PLAN

ACTIVITY: _____

| | AFTER 1 MO. | AFTER 2 MOS. | AFTER 3 MOS. |
|---|---|---|---|
| **GOALS**<br><br>What progress would you like to havemade in this activity? | | | |
| Which Mentally Tough tools will you use? How and when will you use them? | | | |
| **RESULTS**<br><br>Areas of improve-ment | | | |
| Room for improve-ment | | | |

**3. People who Met the Challenge:** *This activity will reinforce the concept that students need not be held back by other people's expectations.*

Have students collect stories about people who didn't let other people's expectations keep them down. Their subjects might be real people about whom students have read; people from literature; or real people whom the students know. Have the students report to the class on their subjects' lives (focusing on how each person overcame other people's expectations) using:

- a written interview, ready for submission to the school paper
- a polished, edited audio tape
- a short story, play or novella based on that person's life
- a biography or "autobiography" of that person
- a collage, painting, or musical composition that tells the story of the person's struggle to overcome expectations and succeed.

**4. True Confessions:** *This activity will help students recognize what they have done in the past to motivate themselves successfully, and will expose them to motivators that have worked for their peers.*

Divide the class into small groups. Ask students to think of something they thought they couldn't do, but then succeeded at. Then ask them to think of what they did that enabled them to succeed. Did something make them change their attitude? Did they just "buckle down" and work harder? Did they get a helpful pep talk from someone? Have each student share his or her motivation strategy with the rest of the group and write it in his or journal for future reference.

Have a group secretary record all the answers. Then have the groups compete to see which one came up with the most motivators. Other groups can challenge any that sound "fishy." The challenged individuals must support their claims with compelling stories about how the motivators helped them.

**5. After School:** *This activity will reinforce students' learning by requiring them to discuss the material with another person.*

Have students ask friends or family members what they do to motivate themselves for activities they that are difficult.

Ongoing Challenge

1. Have the students imagine themselves using a motivator that has worked for them in the past (see Activity # 4) to tackle their ongoing challengesssss.

2. Have the students use their Performance Improvement Plan to work on their ongoing challenges.

Success Stories

1. Ask students to talk about the progress they are making in improving their performance in the activity areas they picked. To what do they attribute positive change?

Journal Suggestions

1. What things do you expect to be good at? What do you expect to be less good at? What has led you to have those feelings? Can you change the way you feel?

2. Describe how it feels when you work hard at something you love.

3. What happens when you do poorly at something you love? How do you remotivate yourself to try again?

## CHAPTER 15
## CHALLENGES

Activities

**1. How Do You Respond?:** *This activity will help students identify their response patterns in difficult situations.*

Have the students think back over challenging situations they have faced recently and determine how they responded. Did they choke? Lose their tempers? Tank? See the situation as a challenge? Ask people to volunteer stories in each of the four categories.

**2. Response Recogition Game:** *This activity will help students recognize the four different kinds of responses.*

Divide the class into small groups. Give each group the following chart and ask students to think of examples in movies, books and TV shows in which characters responded in each of the four ways. Give each group 15 minutes to fill in all the boxes. Have them score one point for every correct answer. (Multiple answers in a box are worth one point each.) Groups that fill in all 12 boxes score 5 bonus points.

| | TV show | movie | book |
|---|---|---|---|
| tank | | | |
| temper | | | |
| choke | | | |
| challenge | | | |

**3. Advice:** *This activity will help students think about how they have successfully faced challenges in the past.*

Ask the students to think of a problem that they turned into a challenge. They should think of a difficult situation in which they worked hard and succeeded. Now ask the students to imagine that they have been asked to give a speech to a group of students facing a similar problem. Have them prepare speeches giving the students advice. After a practice session, videotape students giving their speeches to the class.

**4. Enjoying a Challenge:** *This activity will give students examples of how it is possible to enjoy challenges.*

*Bevery Hills Cop* is just one movie in which Eddie Murphy sees a problem as a challenge and solves it by staying loose and having fun. Have the students rent other Eddie Murphy videotapes and look for other examples of this skill.

Can the students find examples of people enjoying challenges in other movies, TV shows or books?

**5. Feedback:** *This activity will require students to evaluate what they've learned from* Mentally Tough.

Ask each student to write a letter to the authors of *Mentally Tough* evaluating the Mentally Tough strategies. Have them say in what ways the tools were helpful and how they could have been more so. Would they recommend *Mentally Tough* to a friend? Why or why not? Ask them to give concrete examples to back up their comments. Then mail the letters to The Pacific Mountain Private Industry Council, 2617-A 12th Court, S.W., Olympia, WA 98502-6045.

**6. Self-Portraits:** *This activity will help students examine their self-esteem.*

Have the students create collage self-portraits using words and images from magazines. Put these and the earlier collages (see Chapter 1) on the wall, side by side. Have the students compare the "before" and "after" portraits. Are there noticeable differences? Do students feel learning the Mentally Tough tools helped their self-image?

**7. After School:** *This activity will reinforce students' learning by requiring them to use it outside of school.*

Have students pick a friend or relative and evaluate the way that person typically responds to a difficult situation. Does that person usually tank, lose his or her temper, choke or see it as a challenge?

Ongoing Challenge

1. Have students imagine themselves facing their challenging situations. What do they imagine? Do they tank? Lose their temper? Choke? See them as a challenge? Now have them visualize themselves doing a one-minute ritual before facing the situation. Does that help them see the situation as a challenge? Ask them to visualize themselves meeting the challenge successfully.

Journal Suggestions

1. Has your performance improved in your ongoing challenge area? How do you feel about that activity now?

2. Use your journal to monitor you progress in that area as you continue to use the Mentally Tough tools.

## SCHOOL-WIDE PROGRAMS

Consider bringing the benefits of Mentally Tough to your whole school with these school-wide programs.

Nutrition

1. Improve the "performance value" of school lunches by preparing lunches that include more fresh fruits and vegetables and fewer prepared or packaged foods. Lunches should be high in complex carbohydrates and low in fat and sugar. Fresh fruit can replace sweet desserts and fruit juice should replace soda.

Exercise

1. Adjust the school schedule to create a mandatory, ten-minute, exercise period every morning. Have the gym teachers develop a ten-minute aerobics program which all students and teachers can do in their classrooms.

2. Encourage all students to do aerobics by offering aerobics as a gym requirement.

Humor

1. Create a school-wide Director of Mirth program. Assign someone to be the Director of Mirth. Have that person post jokes and cartoons in the hallways, tell jokes over the PA system every morning, periodically interrupt classes for a "humor break," arrange humorous whole-school assemblies, promote the reading of humorous literature, and create other humor programs.